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	Who we are 我们是谁 An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. 对自我本质的探究；对信仰与价值观的探究；对个人、身 体、心智、社交和精神健康的探究；对各种人际关系，包括 家庭、朋友、社区和文化的探究；对权利与责任的探究；对作为人的意义的探究。	Sharing the Planet 共享地球 An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. 探究努力与他人及其他生物分享有限资源时的权利与责任；群体以及他们内部及之间的关系；机会均等；和平与解决冲突。	How the world works 世界如何运作 An inquiry into the natural world and its law; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. 探究自然界以及自然规律；（物质的与生物的）自然界与人类社会的互动；人类如何利用他们对科学原理的理解；科技进步对社会与环境的影响。	Where we are in place and time 我们身处什么时空 An inquiry into orientation in place and time; personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. 探究的是我们在时空中的方位；个人的历史；家庭和旅程；人类的各种发现、探索与迁徙；从本地与全球的观点考察个人与文明之间千丝万缕的联系。	How we organise ourselves 我们如何组织自己 An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment. 探究人类创造的制度与社区之间的相互联系；各种组织的结构与功能；社会决策机制；经济活动及其对人类与环境的影响。	How we express ourselves 我们如何表达自己 An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. 探究我们发现和表达观点、情感、大自然、文化、信仰与价值观的方式；我们反思、扩展、享受我们创造力的方式；我们的审美鉴赏。	**Stand Alone**
Subject Area	**Central idea 中心思想** Being part of a community requires consideration for rights and responsibilities 作为社区的一部分需要考虑权力和责任 **Key concepts 重要概念:** Change 变化, Responsibility 责任 **Related concepts 相关概念:** Rights 权利, Citizenship 国籍 **Lines of inquiry 探究线索:** Rights of individuals within communities 社区内的个人权利 The connection between rights and responsibilities 权利和责任之间的联系 How our actions demonstrate our consideration of rights 我们的行为如何反应我们对权力的考虑 **Attributes of the Learner Profile 学习者培养目标:** Caring 懂得关爱, Principled 坚持原则 **PYP subject focus专注的学科领域:** Language语言, Arts艺术, PSPE (个人教育,社交教育和体育教育) **Writing Genres:** Functional writing: Label	**Central idea 中心思想** Conflict resolution can support agreements 解决冲突可以帮助我们达成协议 **Key concepts 重要概念:** Causation 原因, Function 功能 **Related concepts 相关概念:** Communication 沟通, Responsibility 责任, Interpretation 解释 **Lines of inquiry 探究线索:** Strategies used during conflict resolution 解决冲突时用的策略 Situations of conflict 冲突的情况 Skills that can support conflict resolution 解决冲突的技巧 **Attributes of the Learner Profile 学习者培养目标:** Balanced 全面发展, Communicators 善于交流 **PYP subject focus 学科重点:** Language 语言, Science 科学, Social Studies 社会学 **Writing Genres:** Functional writing: Friendly letter	**Central idea 中心思想** Understanding of scientific principles change the way people think about the world 了解科学原理，改变人们对世界的看法 **Key concepts 重要概念:** Function 功能, Perspective 观点 **Related concepts 相关概念:** Sequences 序列, Subjectivity 主观性, Innovation 发明 **Lines of inquiry 探究线索:** The development of scientific principles 科学原理的发展 The nature of scientific principles 科学原理的本质 Interpretation of scientific findings 解释科学的发现 **Attributes of the Learner Profile 学习者培养目标:** Courageous 勇于尝试, Open-minded 胸襟开阔 **PYP subject focus专注的学科领域:** Science 科学, Language 语言, Mathematics 数学 **Writing Genres:** Functional writing: Procedural text	**Central idea 中心思想** Singapore is host and home to a diverse population 新加坡是多元化人口的家园 **Key concepts 重要概念:** Causation 原因, Form 形式 **Related concepts 相关概念:** Diversity 多样性, Impact 影响, History 历史 **Lines of inquiry 探究线索:** Factors that have influenced people to live in Singapore 影响人们住在新加坡的因素 Singapore's uniqueness 新加坡的独特之处 The multicultural nature of Singaporean society 新加坡多元文化的性质 **Attributes of the Learner Profile 学习者培养目标:** Open-minded 胸襟开阔, Reflective 及时反思 **PYP subject focus专注的学科领域:** PSPE (个人教育,社交教育和体育教育), Arts艺术, Mathematics 数学 **Writing Genres:** Narrative writing: Memoir (Personal memory story)	**Central idea 中心思想** Many goods are processed before reaching the consumer 许多产品在消费者使用之前都被加工 **Key concepts 重要概念:** Change 变化, Connection 连系 **Related concepts 相关概念:** Process 过程, Transformation 转化 **Lines of inquiry 探究线索:** The processing of goods 产品的生产过程 People involved in processing goods 参与加工产品的人 How processing impacts the consumer 生产过程如何影响消费者 **Attributes of the Learner Profile 学习者培养目标:** Knowledgeable 知识渊博, Thinkers 勤于思考 **PYP subject focus专注的学科领域:** Social Studies 社会学, Mathematics 数学, Science 科学 **Writing Genres:** Informational writing: Expository text	**Central idea 中心思想** Art and culture influence each other in many ways 艺术和文化在各方面相互影响 **Key concepts 重要概念:** Form 形式, Perspective 观点 **Related concepts 相关概念:** Opinion 意见, Differences 差异性 **Lines of inquiry 探究线索:** Art and culture 艺术和文化 The connection between art and culture 艺术和文化之间的联系 The influence art has on thinking and ideas 艺术对思想和观念的影响 **Attributes of the Learner Profile 学习者培养目标:** Communicators 善于交流, Inquirers 积极探究 **PYP subject focus:专注的学科领域 :** Arts艺术, PSPE (个人教育,社交教育和体育教育), Social Studies社会学 **Writing Genres:** Poetic writing: Poetry	**Central idea 中心思想** We connect to and develop our understanding of language through inquiry 通过探究活动我们建立对语言的理解和连系 **Key concepts 重要概念:** Form形式, Function功能, Connection 连系 **Related Concepts 相关概念:** Transformation 演变, Role 角色 **Lines of Inquiry 探究线索:** A language can be represented by a code 语言可以由代码表示 Language supports us to share knowledge and ideas with others 语言支持我们与他人分享知识和想法 Language and culture are interdependent 语言和文化是相互依存的 The number system is language 数字系统是语言

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Oral language - Listening and speaking *These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections:* *- Oral and Visual Communication*	**Conceptual understandings** The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to. Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules.						
	use language to address their needs, express feelings and opinions anticipate and predict when listening to text read aloud participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatisation of familiar stories and poems	listen attentively and speak appropriately in small and large group interactions use language for a variety of personal purposes, for example, invitations	follow multi-step directions ask questions to gain information and respond to inquiries directed to themselves or to the class	hear and appreciate differences between languages. recognise patterns in language(s) of instruction and use increasingly accurate grammar	listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail	retell familiar stories in sequence listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form	
Visual language - Viewing and presenting *These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections:* *- Oral and Visual Communication* *- Technological Communication*	**Conceptual understandings** People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations. Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.						
	observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed	show their understanding that visual messages influence our behaviour	through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame	recognise ICT iconography and follow prompts to access programs or activate devices	realise that shapes, symbols and colours have meaning and include them in presentations	observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes. view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story	use a variety of implements to practise and develop handwriting and presentation skills
Written language - Reading *These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections:* *- Interactive Read-Aloud and Literature Discussion* *- Shared and Performance Reading* *- Guided reading* *- Phonics, spelling and word study*	**Conceptual understandings** The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds. Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organisation of written language influences and conveys meaning.						

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	listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes make connections between personal experience and storybook characters identify and explain the basic structure of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group	participate in shared reading, posing and responding to questions and joining in the refrains use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)	recognise and use the different parts of a book, for example, title page, contents, index	participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.	realise that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance read and understand the meaning of self-selected and teacher-selected texts at an appropriate level. instantly recognise an increasing bank of high-frequency and high-interest words, characters or symbols	make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways develop personal preferences, selecting books for pleasure and information	read and understand the meaning of self-selected and teacher-selected texts at an appropriate level understand sound–symbol relationships and recognise familiar sounds/symbols/words of the language community read texts at an appropriate level, independently, confidently and with good understanding understand sound–symbol relationships and apply reliable phonetic strategies when decoding print
Written language - Writing *These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016"* *Relevant sections:* *- Writing* *- Writing about reading* *- Phonics, spelling and word study*	**Conceptual understandings** People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.						
	write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like …", "I can …" , "I went to …", "I am going to …" form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community create illustrations to match their own written text	write an increasing number of frequently used words or ideas independently organise ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end	read their own writing to the teacher and to classmates, realising that what they have written remains unchanged connect written codes with the sounds of spoken language and reflect this understanding when recording ideas	use graphic organisers to plan writing, for example, Mind Maps®, storyboards demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality	write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story engage confidently with the process of writing	enjoy writing and value their own efforts participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions	write legibly, and in a consistent style
Mathematics - Data handling *(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)*	**Conceptual understandings** Information can be expressed as organised and structured data. Objects and events can be organised in different ways. Some events in daily life are more likely to happen than others.						
	collect and represent data in different types of graphs, for example, tally marks, bar graphs	express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain). identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain).		collect, display and interpret data for the purpose of answering questions create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)	represent the relationship between objects in sets using tree, Venn and Carroll diagrams use tree, Venn and Carroll diagrams to explore relationships between data		**Reading and interpreting data from picture graphs**
Mathematics - Measurement *(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)*	**Conceptual understandings** Standard units allow us to have a common language to identify, compare, order and sequence objects and events. We use tools to measure the attributes of objects and events. Estimation allows us to measure with different levels of accuracy.						
			estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature use standard units of measurement to solve problems in real-life situations	estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature	estimate and compare lengths of time: second, minute, hour, day, week and month.		read and write the time to the hour, half hour, quarter hour **Length, mass, volume: length in metres/centimetres, mass in kilograms/grams, volume of liquid in litres** **Money: counting amount of money: in cents up to $1 in dollars up to $100**

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			involving length, mass, capacity, money and temperature use measures of time to assist with problem solving in real-life situations.				**Money: solving 1-step word problems involving addition and subtraction of money in dollars only (or in cents only)**
Mathematics - Shape and space *(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)*	**Conceptual understandings** Shapes are classified and named according to their properties. Some shapes are made up of parts that repeat in some way. Specific vocabulary can be used to describe an object's position in space.						
			sort, describe and label 2D and 3D shapes analyse and describe the relationships between 2D and 3D shapes analyse and use what they know about 3D shapes to describe and work with 2D shapes		interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment. interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment.	create and describe symmetrical and tessellating patterns identify lines of reflective symmetry represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling recognise and explain simple symmetrical designs in the environment apply knowledge of symmetry to problem-solving situations	**identifying, naming, describing and classifying 2D shapes (Rectangle, Square, Circle, Triangle)** **Identifying, naming, describing and classifying 3D shapes (Cube, Cuboid, Cone, Cylinder, Sphere)** **making /completing patterns with 2D shapes according to one or two of the following attributes (Size, Shape, Colour, Orientation)**
Mathematics - Pattern and function *(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)*	**Conceptual understandings** Whole numbers exhibit patterns and relationships that can be observed and described. Patterns can be represented using numbers and other symbols.						
				understand that patterns can be found in numbers, for example, odd and even numbers, skip counting	.	represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers describe number patterns, for example, odd and even numbers, skip counting. extend and create patterns in numbers, for example, odd and even numbers, skip counting use number patterns to represent and understand real-life situations use the properties and relationships of addition and subtraction to solve problems.	**Patterns in number sequences up to 100** **Skip counting in tens/hundreds** **Odd and even numbers**
Mathematics - Number *(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)*	**Conceptual understandings** The base 10 place value system is used to represent numbers and number relationships. Fractions are ways of representing whole-part relationships. The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. Number operations can be modelled in a variety of ways. There are many mental methods that can be applied for exact and approximate computations.						
	model addition and subtraction of whole numbers	read, write, compare and order cardinal and ordinal numbers use cardinal and ordinal numbers in real-life situations	use whole numbers up to hundreds or beyond in real-life situations	model simple fraction relationships model addition and subtraction of fractions with the same denominator. use fractions in real-life situations	understand situations that involve multiplication and division use strategies to evaluate the reasonableness of answers.		**use of +, -, =** **adding more than two 1-digit numbers** **adding and subtracting within 100** **adding and subtracting using algorithms** **solving 1-step word problems involving addition and subtraction within 20**

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							Compare the number of objects in two or more sets (up to 100) **Compare and order numbers** **(up to 100)** **(beyond 100)** **ordinal numbers (first, second, up to tenth) and symbols (1st, 2nd, 3rd, etc)** **counting to tell the number of objects in a given set (100)** read and write whole numbers up to hundreds or beyond **(up to 100)** **(beyond 100)** **multiplying within 40 (make equal groups using concrete objects and count the total number of objects in the groups by repeated addition)** **dividing within 20 (divide a set of concrete objects into equal groups, and discuss the grouping and sharing concepts of division)** **solving 1-step word problems involving multiplication and division with pictorial representation** **use of x** use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations describe mental and written strategies for adding and subtracting two-digit numbers. use fast recall of addition and subtraction number facts in real-life situations develop strategies for memorising addition and subtraction number facts **mental calculation involving addition and subtraction** **of a 2-digit number and ones without renaming** **of a 2-digit number and tens** select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
	Conceptual understandings We are receptive to art practices and artworks from different cultures, places and times (including our own). People communicate ideas, feelings and experiences through the arts. We can reflect on and learn from the different stages of creating. There is a relationship between the artist and the audience.						

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Arts - Responding	**Dance** recognise the theme of a dance and communicate their personal interpretation	**Drama** discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance describe and evaluate the learning and understandings developed through their exploration of drama **Music** explore individually or collectively a musical response to a narrated story share performances with each other and give constructive criticism.	**Visual Arts** identify the formal elements of an artwork describe similarities and differences between artworks use appropriate terminology to discuss artwork	**Dance** compare a variety of dance genres over time to the contemporary dance form of their culture describe and evaluate the learnings and understandings developed through their exploration of dance **Music** sing individually and in unison express their responses to music from different cultures and styles reflect on and communicate their reactions to music using musical vocabulary	**Visual Arts** identify the stages of their own and others' creative processes become an engaged and responsive audience for a variety of art forms.	**Drama** describe the dynamic connection between the audience and performer **Music** create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) record and share the stages of the process of creating a composition **Visual Arts** investigate the purposes of artwork from different times, places and a range of cultures including their own	
Arts - Creating	**Conceptual understandings** We can communicate our ideas, feelings and experiences through our artwork. We solve problems during the creative process by thinking critically and imaginatively. Applying a range of strategies helps us to express ourselves. We are receptive to the value of working individually and collaboratively to create art.						
	Dance work cooperatively towards a common goal, taking an active part in a creative experience share dance with different audiences by participating, listening and watching	**Drama** identify with characters through role-play development use performance as a problem-solving tool work cooperatively towards a common goal, taking an active part in a creative experience make use of simple performance conventions to share ideas **Music** express one or more moods/feelings in a musical composition create a soundscape based on personal experiences	**Visual Arts** sharpen their powers of observation make predictions, experiment, and anticipate possible outcomes	**Dance** create movement to various tempos design a dance phrase with a beginning, middle and ending create movement that explores dimensions of direction, level and shape **Music** create music to represent different cultures and styles	**Visual Arts** combine a variety of formal elements to communicate ideas, feelings and/or experiences identify the stages of their own and others' creative processes	**Dance** consider and maintain appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation. **Drama** consider and maintain appropriate behaviours in drama, as an audience member or as a performer value and develop imaginary roles or situations. **Music** collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast) read, write and perform simple musical patterns and phrases create music for different purposes. **Visual Arts** consider their audience when creating artwork.	
PSPE - Identity	**Conceptual understandings** There are many factors that contribute to a person's individual identity.						

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	Understanding and respecting other people's' perspectives helps us to develop empathy. Different challenges and situations require different strategies. Identifying and understanding our emotions helps us to regulate our behaviour. A positive attitude helps us to overcome challenges and approach problems. A person's self-concept can change and grow with experience. Using self- knowledge allows us to embrace new situations with confidence.						
	recognise others' perspectives and accommodate these to shape a broader view of the world	describe how personal growth has resulted in new skills and abilities express hopes, goals and aspirations	solve problems and overcome difficulties with a sense of optimism	describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences	demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.	identify feelings and begin to understand how these are related to behaviour	reflect on inner thoughts and self-talk identify and understand the consequences of actions
PSPE - Active living	**Conceptual understandings** Regular exercise is part of a healthy lifestyle. Food choices can affect our health. Growth can be measured through changes in capability as well as through physical changes. We can apply a range of fundamental movement skills to a variety of activities. Movements can be used to convey feelings, attitudes, ideas or emotions. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others. Maintaining good hygiene can help to prevent illness.						
	understand the need to act responsibly to help ensure the safety of themselves and others.	display creative movements in response to stimuli and express different feelings, emotions and ideas	reflect on the interaction between body systems during exercise explain how the body's capacity for movement develops as it grows	reflect upon the aesthetic value of movement and movement sequences	identify healthy food choices	use and adapt basic movement skills (gross and fine motor) in a variety of activities	
PSPE - Interactions	**Conceptual understandings** Our actions towards others influence their actions towards us. There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. Relationships require nurturing. Accepting others into a group builds open-mindedness. Responsible citizenship involves conservation and preservation of the local environment. Participation in a group can require group members to take on different roles and responsibilities.						
	recognise the different group roles and responsibilities	assume responsibility for a role in a group cooperate with others	celebrate the accomplishment of the group discuss and set goals for group interactions	reflect on the process of achievement and value the achievements of others ask questions and express wonderings	understand the impact of their actions on each other and the environment.	share ideas clearly and confidently	
Social Studies *Learning outcomes taken from National Curriculum Standards for Social Studies (National Council of Social Studies, 2010)*	Learners will understand: Rules and laws can serve to support order and protect individual rights Learners will be able to: Examine the issues involving the rights and responsibilities of individuals and groups in relation to the broader society	Learners will be able to: Identify and describe examples of tensions between and among individuals, groups, and institutions Explore how membership in more than one group is natural, but may cause internal conflicts or cooperation Learners demonstrate understanding by: Writing paragraphs that describe relationships between individuals, groups, and institutions	Learners will understand: Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks Learners will be able to: Ask and find answers to questions about the ways in which science and technology affect our lives Identify examples of the use of science and technology in society as well as consequences of their use Learners demonstrate understanding by: Using diverse media to create and represent a pictorial timeline showing the development of a scientific idea or type of technology over time	Learners will understand: The theme of people, places and environments involves the study of location, place, and the interactions of people with their surroundings Physical and human characteristics of the school, community, state, and region, and the interactions of the people in these places with the environment Learners will be able to: Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies Learners demonstrate understanding by:	Learners will understand: How economic incentives affect people's behavior Learners will be able to: Ask and find answers to questions about the production, distribution, and consumption of goods and services in the school and community Evaluate how the decisions that people make are influenced by the trade-offs of different options	Learners will understand: How peoples from different cultures develop different values and ways of interpreting experience Learners will be able to: Give examples of how information and experiences may be interpreted differently by people from different cultural groups Learners demonstrate understanding by: Presenting a "compare and contrast" chart demonstrating the similarities and differences between two or more cultural groups in given categories (such as food, shelter, language, religion, arts, or beliefs)	

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				Constructing a map depicting the school, community, state, or region that demonstrates an understanding of relative location, direction, boundaries, and significant physical features			
Science *Learning outcomes taken from the Next Generation Science Standards (NGSS Lead States, 2013)*		Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. Make observations to construct an evidence-based account that objects can be seen only when illuminated. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.		Use observations of the sun, moon, and stars to describe patterns that can be predicted. Make observations at different times of year to relate the amount of daylight to the time of year.	
ICT *(Learning outcomes taken from the ISTE Standards for Students (International Society for Technology in Education,2016)*	2. Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical. 2.b. With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others. 2.c. With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others.	7. Global Collaborator Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7.b. With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives.	5. Computational Thinker Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. 5.a. With guidance from an educator, students identify a problem and select appropriate technology tools to explore and find solutions. 5.b. With guidance from an educator, students analyze age-appropriate data and look for similarities in order to identify patterns and categories.	4. Innovative Designer Students use a variety of technologies within a design process to solve problems by creating new, useful or imaginative solutions. 4.b. Students use age-appropriate digital and non-digital tools to design something and are aware of the step-by-step process of designing.	3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. 3.b. With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content.	6. Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 6.c. With guidance from an educator, students share ideas in multiple ways—visual, audio, etc.	1. Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.c. With guidance from an educator, students recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.

Mandarin

	Speaking and Listening	**Reading and Writing**	**Grammar**
Stand Alone Unit - **How we express ourselves** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. **Central idea** We connect to and develop our understanding of language through inquiry 通过探究活动我们建立对语言的理解和连系 **Key Concepts** Form形式, Function功能, Connection连系 **Lines of Inquiry** A language can be represented by a code 语言可以由代码表示	Be able to understand and pronounce phonetic symbols (23 initials, 24 finals) Be able to understand four tones in Mandarin Be able to describe body parts (tall, short, fat, slim, big, small) Be able to relate the names of the countries and the language that they're using (Singapore, China, England, USA, Japan, India, Malaysia, Australia, Korean/ English, Mandarin, Japanese , Korean, Hindi, Malay) Be able to use numbers in expression relating to date, days of week and telephone number Be able to talk about hobbies at home or at school (reading, drawing, playing football, dancing, singing)	**Reading** Be able to read words or sentences with the help of Pinyin Be able to read simple stories with the help of Pinyin Be able to recognise some familiar characters related to learnt vocabulary **Writing** Be able to write phonetic symbols Be able to write phonetic symbols with four tones Be able to understand and write five basic stocks (横，竖，撇，点，折) Be able to write the Chinese characters according to different topics Be able to write simple sentence	· To master common used measure words; · To master adverbials of time; · To master common special sentence structures 1. The plural form of personal pronouns"你/我/他+们" 2. The adverb "也" (indicating similarity) 3. The adverb "都" (indicating all inclusive) 4. The structural particle "的" (indicating possession) 5. Verbs indicating mental activities: "喜欢" 6. Exclamatory sentences 7. Subject + (Day of a week/Month/Date)

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Year 2 Curriculum Map 2020-21

Language supports us to share knowledge and ideas with others 语言支持我们与他人分享知识和想法 Language and culture are interdependent 语言和文化是相互依存的 The number system is language 数字系统是语言	Be able to recognise and name fruit (apple, banana, strawberry, grapes, orange, watermelon, papaya, mango) Be able to recognise and name animals in the zoo (lion, elephant, tiger, panda, monkey, zebra, horse) Be able to talk about weather Be able to talk about transportation from home to school (bus, MRT, taxi, car, bike) Be able to recognise and name snack (cake, ice cream, bread, French fries, hamburger) Be able to recognise and name public places (hospital, school, MRT station) Be able to recognise and name clothes (skirt, T-shirt, school uniform , dress, trousers) Be able to recognise and name stationary (pen, pencil, eraser, scissors, ruler, glue stick)		8. Auxiliary verbs 会 9. Adverbs of degree: ”很” 10. “二” and ”两” 两+Measure word + Noun 11. Nominal Measure words:件、条、斤、块 12. Adverbs of degree 13. The adverb “正” or “正在” (indicating an action is going on) 14. Interrogative sentences (Special questions “怎么样”)

(Mandarin learning outcomes developed by Broadrick Team, 2016)